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Die deutschen Landerziehungsheime. By HERMANN LIETZ. Leipzig: R. Voigtländer, 1910. Pp. 147. M. 4.00.

This thirteenth year of the German New Schools founded by Dr. Lietz is reported in most attractive form. The five divisions are represented—three for boys, Ilseburg, Haubinda, and Bieberstein, and two for girls, Gaienhofen and Sieversdorf. One seldom finds a report so adequately illustrated by photographs. Without reference to the German text the course of the work can be seen clearly by means of the pictures of buildings, gardening, bathing, tree-felling, haymaking, recitations indoors and out-of-doors, snow-shoeing, coasting, dramatic representations: the range is very wide.

Despite numerous setbacks which would have daunted a man of less spirit, Dr. Lietz has moved steadily forward in his work. The burning of the old castle of Bieberstein has been followed by the putting up of a more adequate and even more attractive building. Secessions from the force and the difficulties of widely separated institutions for boys of various ages have led to the use of the automobile in the administration.

One of the distinctive features of the school is the scheme for foreign travel. In this year the record in text and pictures shows groups of students at Rügen, in Norway, Switzerland, Italy, Egypt, and Tunis. It is hoped that the long-deferred visit to America may take place during the present school year.

FRANK A. MANNY

THE BALTIMORE TEACHERS' TRAINING SCHOOL

Open Air Crusaders. Edited by SHERMAN C. KINGSLEY. Chicago: The United Charities, 1910. Pp. 107.

This volume contains a report of the Elizabeth McCormick open-air school, together with a general account of open-air school work in Chicago, and a chapter on school ventilation.

The open-air school movement, which originated in Germany a few years ago, has spread widely and is rapidly gaining ground in this country. These schools are usually located in the woods near the city, but the school described in this little book is situated on the roof of the Mary Crane Nursery building in the heart of Chicago. The school was conducted by the United Charities of Chicago, and the expense of maintenance, attendants, and equipment was met through a grant by the trustees of the Elizabeth McCormick Memorial Fund. The board of education co-operated by furnishing the school equipment, the teacher, the supervision, and the whole conduct of the educational side of the work. The report covers the activities of the school year 1909-10.

Forty-nine tubercular children attended the school from October to June. They were furnished with picturesque Eskimo suits, made of heavy blankets, which they slipped over their ordinary clothing. The children arrived at eight o'clock in the morning and left at four in the afternoon. The daily routine included a bath, medical inspection, three meals, and alternating periods of study, physical activity, and rest. The results obtained were altogether satisfactory. The children were all improved physically, and they made rapid progress in their school work. Furthermore, the school made a strong plea for the rights of handicapped children, and it had considerable influence in bringing about better ventilation in the schoolrooms of Chicago.

This book also contains chapters describing Chicago's first open-air school and Chicago's first open-window school, a paper on ventilation of schoolrooms, a chart showing the methods and results of open-air schools in eight American cities, and a bibliography of the open-air school movement.

GEORGE L. MEYLAN

COLUMBIA UNIVERSITY

The Teaching of Agriculture in the High School. By GARLAND ARMOR BRICKER.
With an Introduction by W. C. BAGLEY. New York: Macmillan, 1911.
Pp. xxv+202. \$1.00 net.

The rapid spread of agricultural instruction in the public schools makes welcome every attempt to furnish criteria for selection of materials and guiding principles for their presentation, even though we have, as yet, too little recorded experience of successful practice in teaching agriculture to serve as a basis of confident advice.

This book performs a distinct service in seeking to state the problem and to offer definite suggestions for its solution by showing how the organization of the materials should be conditioned on known laws of mental activity. While the attempt is made in the first chapter to define secondary-school agriculture as something that "lies between the two extremes" of the agriculture of the elementary grades and the professional and research work of the college, the only real standards available are those like the excellent exercises in chaps. ix and x, supplemented by familiar texts for comparison.

The rise and development of secondary education in agriculture in the United States and a statement of the diverse legislative sanctions under which agriculture is taught are presented in chap. ii as clearly as possible in so brief a treatment. Under the circumstances a proper differentiation of types is difficult; for instance, the four technical schools of Arkansas and the state-supported agricultural departments added to ten Virginia high schools already established could hardly be called "congressional-district agricultural schools."

The chapter on the social results of secondary agriculture is an argument from a priori grounds, and is not a sociological study. Only a very small beginning has been made in the collection of the statistics necessary for such a study. However, the discussion will be suggestive to workers in the rural field.

The rather energetic contention in chap. iv that "secondary agriculture should be taught as a separate science" will not stir up the opposition it may have done when it appeared in *Education* three years ago. The other thing simply is not noticed now by educational statisticians. To fail to use agricultural applications in the conventional sciences is as reprehensible as to omit applications found in the kitchen, the shop, or in commerce.

Probably the most notable contribution in this book to educational theory as applied to agricultural instruction is furnished by the chapter on the psychological determination of sequence and the complementary discussion on seasonal determination of sequence. A specialist in agricultural education could hardly fail, after spending a year with Dr. Bagley, to present something of value by way of making direct application of present-day psychology to the specific problem. The reviewer had this chapter read by an instructor in psychology who has shown skill both in teaching and in research, though without special interest in natural science. From his standpoint the adaptation was ably made. While the reaction was probably